

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R1	Instructor's name:	Beth Pomeroy, PhD
Unique Number:	94645	Office Number:	SSW 3.106B
Semester:	Summer, 2013	Office Phone:	232-3405
Meeting Time/Place:	M & W 2:30-5:00pm SW 2.112	Office Hours:	M & W 5:00-5:30pm

**CLINICAL ASSESSMENT AND DIFFERENTIAL
DIAGNOSIS**

I. Standardized Course Description

This course will focus on the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families. The framework of the course is based on social work values and the ethical decision making process, as illuminated by the [NASW Code of Ethics](#). Students will learn models of assessment to evaluate human functioning throughout the lifecycle. A bio-psycho-social-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM-5. Students will develop an advanced understanding of people from diverse backgrounds, affirming, and respecting their strengths and differences. The course is built on the identification, analysis, and implementation of empirically-based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemes for assessing and understanding human behavior, will be covered.

II. Standardized Course Objectives By the end of the semester, students should be able to:

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness; **(CL/APB3)**
2. Demonstrate the ability to apply methods of empirically-based assessment tools and techniques, including those developed through classificatory schemes, standardized measures, and qualitative typologies; **(CL/APB10b)**
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, capacities and resources of individuals and families; **(CL/APB10b)**
4. Demonstrate the ability to adapt assessment models to reflect an understanding, of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin; **(CL/APB3; CL/APB 5;)**

5. Critically evaluate and analyze different theoretical and assessment models as to their efficacy in given situations. This includes: a) the adequacy of the research and knowledge base; b) the range of applicability; c) the value and ethical issues, including the student's own value system, and d) the policy implications involved in assessment and delivery of services; **(CL/APB1; CL/APB3; CL/APB 5)**
6. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations. Demonstrate advanced knowledge of social work values and the ethical decision making processes as they relate to ethical dilemmas in clinical assessment and practice **(CL/APB10b)**.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

CL/APB1 Evaluate professional roles and boundaries

Objectives 5

Assignment: Homework Case Assignments and Take Home exams

CL/APB3 Utilize multiple perspectives to analyze client's strengths and problems

Objectives 1, 4, 5

Assignment: Case Assessment papers

CL/APB5 Determine practice delivery and policies to promote social and economic justice and equity at multiple levels

Objectives 4, 5

Assignment: Home Work Case Assessments and Take Home Exams

CL/APB10b Design and conduct a multi-level case assessment based on a systematic and conceptually-driven process

Objectives 2, 3, 6

Assignment: Case Assessment papers

III. Teaching Methods

The primary teaching methods will be lectures, discussion, and group exercises. Guest lecturers, group presentations, and audio-visual presentations will also be utilized.

IV. Required and Recommended Texts, and Materials

Required:

American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (5th). Washington, DC: Author.

Pomeroy, E. C. & Wambach, K. G. (2003). *The Clinical Assessment Workbook:*

Balancing Strengths and Differential Diagnosis. Belmont, CA: Wadsworth.

Schiller, Lori & Bennett, Amanda (1996). *The Quiet Room: A journey out of the torment of madness*. Warner Books. ISBN: 0446671339

or

Robison, John Elder. (2008). *Look Me in the Eye: My Life with Asperger's*. Three Rivers Press. ISBN: 978-0307396181

or

Vergheese, Abraham (1999). *The Tennis Partner*. Perennial. ISBN: 0060931132

Assigned Readings posted on UT Blackboard Class website.

Optional:

Buelow, G., Hebert, S., & Buelow, S. (2000). *Psychotherapist's resource on psychiatric medications: Issues of treatment and referral*. Belmont, CA: Brooks/Cole.

Jordan, C. & Franklin, C. (2003) *Clinical Assessment for Social Workers*. 2nd Ed. Chicago, Ill: Lyceum Books.

V. Course Requirements

The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the course. **Blackboard assigned readings will be posted for each class session and should be considered part of your required reading assignments.**

Examinations:

Two examinations will be given during the course of the summer semester (see course schedule for due dates). All exams will consist of both a take-home (50 pts. per take-home portion) and an in-class portion (50 pts. per in-class portion). Students will receive the take-home exam questions at least one week prior to their due date. This portion may include case materials (for assigning diagnoses), short answer, and/or essay questions. The take-home portion is an assessment of your individual mastering of class material and is not to be completed in collaboration with other students, and according to University Honor Code Policy. **Take home examinations must be TYPED, 12 font, double-spaced.** The in-class portions of the exams will be similar to the licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam. Combined mid-term in-class and take home exams are worth 100 points, while the combined final in-class and take home exams are worth 100 points.

200 points maximum, exams

Psychosocial Assessment Paper:

One Psychosocial Assessment Paper on one of the Following Books:

- *The Quiet Room* (Schiller & Bennett, 1996).
- *Look Me in the Eye: My Life with Asperger's* (Robison, 2008).

Each student will complete a 6-8 page clinical assessment of the main character in one of the above books, using the outline provided in "The Clinical Assessment Workbook." Include a description/assessment of the family situation. In the final section of the paper, write a summary of how this individual and family affected you personally and in your role as a social worker (i.e. what were your initial reactions to this person's disorder; what were your reactions to the family and/or friends' ability to handle this illness; what were the most difficult parts of the story for you to deal with emotionally; what kinds of questions did it create for you; how did you feel about this person and those impacting him/her at the conclusion of the story; as a social worker, did you feel there were other things that could've been done to assist this person and their family or friends). The paper is worth 100 pts.

100 points maximum, paper

Homework Assignments:

A critical piece to this class is practicing your new assessment skills throughout the semester. Prepared vignettes taken from your *Clinical Assessment Workbook* (Pomeroy & Wambach, 2003) will allow you to immediately apply and practice your understanding of the *DSM 5* readings for that week. Ten case assessments will be assigned throughout the course (see syllabus). These will be graded on the accuracy and thoroughness of not only your diagnostic assessments, but the short answers provided for each case vignette. This is an extremely valuable and important way for you to explain the reasoning for your answers. **Complete the short answers thoroughly!** These assignments are carefully evaluated as a way of making sure everyone is understanding the material. The cases must be turned in **on time at the beginning of class** to be given points. Late homework assignments will not be accepted without prior approval.

50 points maximum, homework assignments

Final grades: A total of 400 points may be earned for the above activities. Grades will be assigned as follows: (Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.)

332-350 points	=	A
315-331 points	=	A-
304-314 points	=	B+
304-313 points	=	B
280-303 points	=	B-
269-279 points	=	C+
259-268 points	=	C
245-258 points	=	C-
257 and below	=	D or F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate

students must maintain an overall B average.

VI. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 3 points for each day that an assignment is late. Homework assignments will not be accepted late. Any adjustments in due dates **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one point below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office (see MSW Handbook).
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office

of the Dean of Students (<http://www.utexas.edu/depts./dos/sjs>).

Date	Description	Assignment/Readings Due
June 10, 2013	<p>Introduction</p> <p>Overview of Syllabus</p> <p>Overview of Theory</p> <p>Introduction to Assessment and Classification Systems:</p> <p>DSM Multi-axial system &</p>	<p>Required:</p> <p>Introduction to the DSM 5 --- pp. 5-24.</p> <p>(Corrigan, 2000). <i>MH Stigma as Social Attribution: Implications for Research Methods and Attitude Change.</i></p> <p>(Mann, 2004). <i>Factors associated with Stigmatization of Persons with Mental Illness.</i></p> <p>CAW- Chap. 1 (pp. 1-13)</p>
June 12, 2013	<p>Background for understanding medications</p> <ul style="list-style-type: none"> • Intellectual Disabilities • Neurodevelopmental/Social Communication Disorder • Autism Spectrum Disorders 	<p>Required:</p> <p>DSM 5: Neurodevelopmental Disabilities Chapter</p> <p>CAW- Chap. 2 (pp. 14-67)</p> <p>Case study 2.3 and 2.7 due</p> <p>Begin reading: <i>Look Me in the Eye, The Quiet Room, or The Tennis Partner</i></p>

<p>June 17, 2013</p>	<p>Attention Deficit/Hyperactivity Disorder</p> <p>Motor Disorders</p> <p>Tic Disorders</p>	<p>DSM 5: Neurodevelopmental Disabilities Chapter</p> <p>Case study 2.1 due</p>
<p>June 19, 2013</p>	<p>Schizophrenia & other psychotic disorders</p> <p>Anti-psychotic medications</p> <p>Catatonia Disorder</p>	<p><u>Required:</u></p> <p>DSM 5 -Schizophrenia Chapter</p> <p>Schizophrenia articles on Blackboard</p> <p>CAW- Chap. 5 (pp. 118-142)</p> <p>Case study 5.2 due</p>
<p>June 24, 2013</p>	<p>Bipolar Disorder & Related Disorders</p> <p>Depressive Disorders</p> <p>Antidepressant & Anti-manic medications</p>	<p><u>Required:</u></p> <p>DSM 5- Bipolar Disorders Chapter & Depressive Disorders Chapter</p> <p>Bipolar and Depressive Disorder articles on Blackboard</p> <p>CAW- Chap. 6 (pp. 143-172)</p> <p>Case study 6.2 due</p>
<p>June 26, 2013</p>	<p>Anxiety Disorders</p> <p>Separation Anxiety & Selective Mutism</p> <p>Specific Phobia</p> <p>Social Anxiety Disorder</p> <p>Panic Disorder</p> <p>Agoraphobia</p> <p>Generalized Anxiety Disorder</p>	<p><u>Required:</u></p> <p>DSM 5 - Anxiety Disorder Chapter</p> <p>CAW- Chap. 7 (pp. 173-207)</p> <p>Case study 7.1 due</p>

July 1, 2013	<p>Obsessive Compulsive & Related Disorders</p> <p>Trauma and Stressor Related Disorders</p>	<p>DSM 5 - OCD & Trauma Disorders Chapters</p> <p>CAW- Chap. 7 (pp. 173-207)</p> <p>Case study 7.2 due</p>
July 3, 2013	<p><u>Dissociative Disorders</u></p> <p><u>Somatic symptom and related disorders</u></p> <p><u>Feeding and Eating Disorders</u></p> <ul style="list-style-type: none"> • Anorexia Nervosa • Binge Eating • PICA • Avoidant/Restrictive Food Intake <p>Receive take-home portion of Exam I</p>	<p>Required:</p> <p>DSM 5 -Dissociative Disorder& Feeding, Eating Disorder , and Somatic Symptom Disorder Chapters</p> <p>CAW- Chap. 9 (pp. 226-229) CAW- Chap. 11 (pp. 257-261) CAW - Chap. 13 (pp. 293-303)</p> <p>Case study 9.1 , 11.1, & 8.1 due</p>
July 8, 2013	<p><u>Sleep Disorders</u></p> <p>Elimination Disorders</p> <p>Sleep & Wake Disorders</p> <p>Breathing Related Sleep Disorders</p> <p>Parasomnias</p> <p>In class Exam I</p> <p>Take-home portion of Exam I due</p>	<p>Required:</p> <p>DSM 5 - Sleep Disorders Chapter</p> <p>CAW Chap. 12 (pp. 281-285);</p> <p>Case study 12.1 due</p>
July 10, 2013	<p>Sexual Dysfunction and Gender Dysphoria Disorders</p> <p>Paraphilic Disorders</p> <p>Disruptive, Impulse Control, and</p>	<p>Required:</p> <p>DSM 5- Sexual Dysfunction & Gender Dysphoria Disorder, Paraphilias, & Disruptive, Impulse Control Disorders Chapters</p> <p>CAW- Chap. 2</p>

	Conduct Disorders	Case study 2.2 & 10.1 due
July 15, 2013	Substance-related Disorders	Required: DSM 5- Substance-related Disorders Chapter CAW- Chap. 4 (pp. 88-117) Case study 4.2 due
July 17, 2013	Neurocognitive Disorders Mental Status Examinations DUE: Psychosocial Assessment: <i>Look Me in the Eye, The Quiet Room, or The Tennis Partner</i>	Required: DSM 5- Neurocognitive Disorders Chapter CAW- Chap. 3 (pp. 69-87) Case study 3.2 due
July 22, 2013	<u>Personality Disorders</u> Receive Take Home Portion of Exam II	Required: DSM 5 Personality Disorders Chapter CAW- Chap. 14 (pp. 305-311) Case study 14.1 due
July 24, 2013	Other Mental Disorders	Required: DSM 5 - Other Mental Disorders Chapter CAW- Chap. 15 (pp. 329- 360) Case study 15.2 due
July 29, 2013	LAST CLASS DAY: Take-home portion of Exam II due In-class portion of Exam II	

VII. Bibliography

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